**Lesson Plan**

**Name: Margarita Valdivieso**

**Topic:** Recycling

**Grade Level:** Kindergarten (Non-verbal-low functioning autistic children 6:1:1)

**Standards:**

K.RI.7 I can tell how pictures and words go together

K.L.5a I can sort objects into groups

K.P.2.1 Understand how objects are described based on their physical properties and how they are used

K.S.6: Human decisions and activities have had a profound impact on the physical and living environment.

**Goal:** To help students learn how to appropriately dispose of their garbage

**Learning Objectives:**

• Students will learn follow earth friendly routines

• Students will learn to recycle through sorting

**Materials:**

• Cartoon about recycling: https://www.youtube.com/watch?v=BaFpv03hq-4

• Teacher made bins 

• Recycling symbol

• Sorting sheets

• Plastic, paper, and glass

**Procedure**

My students are low functioning autistic children in a 6:1:1 class D75. Since my students learn by repetition, I usually take a whole week to teach the same skill so they can fully integrate it.

**Motivation:**

Tell the children that they will watch a video about an important topic. The teacher will be explaining the video, while the children watch. The paraprofessionals will use prompts to help the children direct their gaze to the video. After the video, the teacher will give the children the plastic, paper, and glass to explore. During the exploration, the teacher will label the materials for them.

**Group Work:**

The teacher will tell the students that the children in the video were recycling. The teacher then will show the children the recycle symbol with the word and will say… “Recycle, this is the word… Recycle.” The teacher will then tell the children, “read it.” The children then will imitate reading by moving their pointer finger from left to right or sight read by saying, “Recycle.”

The teacher will also go over the definition of recycling by telling them that garbage can be sort. The teacher will show the children the bins, while performing the action of sorting. The teacher will also work on the yes/no questions by playing the game “Does it go here?” The children will respond by pointing to their yes/no symbols. The teacher then will give one recycling object to each student and call him or her one by one to put in the object on the correspondent bin so they can interactively participate in the group activity.

**Small Group:**

The class is divided in three groups: Blue, yellow, and green (High, low, and medium learners).

**Blue:** will sort plastic, paper, and glass. The students will be practicing the whole week sorting the three objects.

**Yellow:** Will sort plastic (1 day), paper (1 day), glass (1 day). The last two days this group will practice sorting the three objects.

**Green:** Will sort plastic and paper (2 days), paper and glass (2 days). The last day of the week will practice sorting the three objects.

**Independent Work:**

Students will take home a worksheet so they can sort, cut and paste recycling objects.

**Follow up Activity:**

Students will bring their work to the classroom. Students will walk with the teacher to the school recycling bins. When we get there, the students will sort the paper, the plastic, and the glass that they have in their individual bags.

**Assessment:**

The assessment will be an ongoing process. The teacher will observe the children when they sort the objects.